

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12OH2**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Cathy Schroll

Official School Name: Arcadia High School

School Mailing Address: 19033 State Route 12  
Arcadia, OH 44804-9714

County: Hancock State School Code Number\*: 000893

Telephone: (419) 894-6431 E-mail: schrollc@arcadia.noacsc.org

Fax: (419) 894-6970 Web site/URL: www.noacsc.org/hancock/ad/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mrs. Laurie Walles Superintendent e-mail: ad\_supt@noacsc.org

District Name: Arcadia Local District Phone: (419) 894-6431

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Corey Boes

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

- Number of schools in the district 1 Elementary schools (includes K-8)  
(per district designation): 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
- District per-pupil expenditure: 9532

## SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located: Rural
- Number of years the principal has been in her/his position at this school: 6
- Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0
K	0	0	0		7	0	0
1	0	0	0		8	0	0
2	0	0	0		9	30	24
3	0	0	0		10	19	24
4	0	0	0		11	20	30
5	0	0	0		12	28	28
Total in Applying School:							203

- Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

- Student turnover, or mobility rate, during the 2010-2011 school year: 3%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1, 2010	193
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

- Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 25%  
 Total number of students who qualify: 50

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>7</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>10</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	95%	93%
High school graduation rate	100%	100%	100%	98%	95%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>48</u>
Enrolled in a 4-year college or university	<u>44%</u>
Enrolled in a community college	<u>33%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>6%</u>
Military service	<u>2%</u>
Other	<u>11%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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*The mission of Arcadia Local Schools is to guarantee all graduates the knowledge and skills to succeed in an ever-changing world. This will be accomplished by providing an enriched curriculum through innovative and individualized instruction delivered in an outstanding learning environment by a highly qualified staff in partnership with families and community.*

Arcadia High School is located in Hancock County, Ohio about one hour south of Toledo. The district covers 61 square miles with the Village of Arcadia being the main population center. It is classified a low-poverty rural district by the Ohio Department of Education. The district contains a large agricultural and small residential population base. There is little industrial or manufacturing in the community and most people work in neighboring communities. The school district is a source of pride for the community and the main hub of activity.

Partnership between faculty, students and community is an integral part of the academic success. The small school atmosphere allows staff to be engaged with all students building upon their strengths and countering weaknesses. Most staff members have spent their career at Arcadia High School and instructed multi-generations. The High School has achieved an Excellent rating for twelve years meeting goals of No Child Left Behind. Through dedication, teamwork and strong community relations, the faculty is able to ensure all students succeed. School faculty collectively works to provide high quality instruction for all students. Collaboration across the curriculum through voluntary staff planning sessions builds skills for participation in a global society. Staff members are active in Intervention Assistance Teams discussing educational, behavioral or social concerns of students. Crisis Prevention Teams are being trained for early identification of issues which may significantly impact a student or the school community.

Although Arcadia High School is small, it has been innovative in significant areas for students. The school provides traditional curriculum pathways and individualized options for diverse learners. The school was first in Hancock County to offer postsecondary education on-campus allowing students to participate, without transportation limitations, while remaining engaged on the school campus. In addition, a partnering with a local business allowed their employees to be adjunct faculty for a community college teaching technical courses on-site during the school day. Evidence of the strong commitment to postsecondary opportunities is substantiated by \$800,000 in scholarships earned and 369 college credit hours attained prior to graduation by the 48 member class of 2011.

Vocational education opportunities are evident in the Agricultural Business program as well as Millstream Career Center with many career paths offered to students. Programming offered enables students to earn articulated college credit while obtaining technical certification and work experience. At risk students are offered individualized coursework through on-line courses, small class instruction, and life skills training. A myriad of activities are presented to students in preparation for life after graduation including training in obtaining an apartment, banking, utilities, purchasing vehicles, job interview skills and access to community agencies.

Extracurricular programs are an integral part of the student experience and build lifelong skills and relationships. The arts and athletics are a major focus. The band and choir are both consistent superior performers at the state level. A Spring Arts Festival is held to highlight student artwork, industrial art projects, family and consumer science work and provide a musical concert for the community. The Athletic department offers football, basketball, volleyball, golf, wrestling, cheerleading, track, baseball and softball. The High School has qualified for state tournaments in several sports in past years. Other student activities include programs which highlight being good community stewards such as bus safety presentations, participation in YIELD, HAPPY Youth, speakers for Naturalization ceremonies, and

assisting senior citizens. These activities are in addition to Student Council and National Honor Society, providing students the opportunity to be a dedicated, contributing member of the community.

Positive community relations enhance student learning at Arcadia. An Arboretum is maintained on school property by students, faculty and community. Senior citizens engage high school students encouraging mentorship through role modeling while assisting in developing seed programs with elementary students. Local Rotarians purchased a fully equipped, science bus through a grant written by an Arcadia High School science teacher. The bus provides a mobile hands-on science laboratory for students of all ages. Arcadia students assist on the bus traveling to other school districts within Hancock County. Lions Club donates facilities for school dances and hosts a "Meet the Team" night for the village.

Open enrollment students comprise 22% of the population due to the high quality scholastic programs and nurturing environment. Although Arcadia High School is one of the smallest in Ohio, the students, faculty and community utilize this size advantage to create a personalized and productive learning experience while illuminating future opportunities in the global society.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Ohio Graduation Test (OGT) is administered annually in the spring of students' sophomore year. The OGT consists of five parts; reading, mathematics, writing, science, and social studies. All tests are based upon the Ohio Academic Content Standards. Students are required to pass each of the five assessments to meet high school graduation requirements. The Ohio Department of Education (ODE) has created five levels of attainment for students - limited, basic, proficient, accelerated, and advanced. Passage of the OGT has not been an obstacle for graduation which is evidenced by 100% graduation rates from 2008 to the present. Graduation rates are also projected to be 100% this year. Attendance has averaged 96% the past three years surpassing the state standard of 93%. The state of Ohio issues a local report reflecting OGT results as well as the attendance and graduation rate culminating in a district designation. These designations are Excellent with Distinction, Excellent, Effective, Continuous Improvement, Academic Watch and Academic Emergency. Arcadia High School has been designated Excellent annually. More information regarding the Ohio Assessment system and results are available at [www.ode.state.oh.us](http://www.ode.state.oh.us).

Arcadia High School's primary expectation is for students to achieve at an accelerated or advanced level since approximately 78% of the graduating class attends either a 4 or 2 year university/college or the military. Summary averages of the last five years for the OGT indicate 95% of sophomores proficient in reading and 94% proficient in math. The local goal is to have all students initially score in the proficient or higher range so additional test administration is not necessary. Arcadia High School has repeatedly scored above the state requirements by ODE and attained scores consistently above the state average and other high schools of comparable size. During the last five year OGT testing cycle, the high school has averaged scores 20% above the state rate. The reading and mathematics scores on Arcadia's OGT have been excellent for sophomores taking the initial test. Since 2007, the percentage of sophomore student's proficient or above has been above 90% in all five areas. In three, out of the five years, show over 50% of the 10th grade students above proficient ranking at the Accelerated levels. Further data analysis indicates Reading scores, tracked since 2006-07, demonstrate a 36% dramatic upsurge of students scoring at or above Accelerated from 40 – 76%. Student OGT math results since 2006-07 demonstrate a 14% rise in students' attaining an Accelerated score from 67% to 81%.

In addition to the OGT, Arcadia High School also administers the PLAN test from ACT (American College Test). The PLAN test indicates college readiness of students based on a sophomore (10th grade) curriculum. The test examines the core curriculum knowledge including reading, science, mathematics and English. PLAN scores indicate whether a student is college ready. Results are shared with students, parents and staff to assess coursework and assist in remediation prior to the ACT. PLAN test results for the Class of 2014 are all above the national average in college readiness. The composite score for the class of 2014 is 19.2 compared to a national average of 17.2 English scores were 17.8, Math 19.5, Reading 18.6, and Science 20.3. Overall, the district averaged 2 points above national scores.

These rapidly increasing scores can be attributed to additional curriculum offerings, practice test instructions, enhanced Career Center tech-prep curriculum and postsecondary options. Data analysis was the driving force behind expanding the number and types of course offerings to meet all student needs. These include accelerated and integrated math and science tracks. Enriched English courses were also developed for all learners. Students are exposed to practice OGT tests through frequent integration of previous test questions in classroom material. Collaboration with the local Career Center has strengthened and aligned their curriculum with state standards. Aurora Learning offers yet another option for the diverse learner to excel with web based instruction. In addition, Arcadia High School partners with several institutions of higher learning including Owens Community College, University of Findlay, and Tiffin University to provide challenging options for students seeking advanced classes in core

instructional subjects. All of these options have been implemented to provide effective assessment for all students resulting in an upward trend in performance.

### 2. Using Assessment Results:

Through data analysis of the PLAN test, OGT and value added data, staff are able to design academic programs with differentiated instruction maximizing learning for all students. Ongoing data analysis guides instruction, course offerings, remediation and advanced opportunities within the high school. Staff members are actively engaged in sharing techniques and ideas that promote individual success for each student during formal and informal meetings arranged through common planning times, departmental meetings and mentorships.

Currently a member from each core subject area, intervention specialist, guidance counselor and principal are piloting Universal Design for Learners (UDL) training provided by the regional State Support Team. UDL is a means to help all students succeed through a proactive approach to curriculum design. Through implementation of UDL, varied modalities are incorporated to address all intellectual abilities encompassing the entire curriculum serving to spark the interest of learners. The UDL team will be using the 2011-12 OGT results to train peers in use of multiple instructional presentation methods and determine assessment options for students.

Two new high school English courses were introduced in the 2008-09 school year, Creative Writing and Novels, for a dual purpose to promote reading and impact English scores. With the addition of these courses, reading scores have increased from 92% of sophomores being proficient and above in 2008 to 100% being proficient and above for the most recent testing cycle in spring, 2011. A Math OGT test score of 84% in 2008 triggered the offering of accelerated and integrated math track options to meet the needs of all learners. This option has proved very successful with test scores showing an increase to 98% proficiency in 2011.

Arcadia High School also began sponsoring and implementing the PLAN test with the Class of 2012. Scores are available to the district before winter break for evaluation. Results are shared with students, parents and staff to assess coursework and assist in remediation prior to the American College Test (ACT) which is generally taken during the junior year. The PLAN test consists of four parts - English, Reading, Mathematics and Science. Students, teachers and administrators review the tests, questions and complete item analysis to help develop differentiated curriculum so each student can reach their academic capability on the ACT. Various strategies are employed to differentiate the curriculum including small group study meetings, computer aided instruction, and summer intervention.

In preparation for the ACT, review sessions are offered in both fall and spring assisting students to reach their full potential on the ACT assessment. Shared sessions with other districts are conducted in the fall. The Arcadia High School science teacher works as part of the county-wide educational team for this event. Students are bussed to the evening event ensuring all students may be present, if interested. Local ACT preparation sessions are also offered by the high school in the spring for Arcadia students. The district funds the instructional staff and books for the sessions. Over 46% of Arcadia junior students attend. The guidance counselor also attends state-wide ACT conferences to keep abreast of changes and testing trends making certain students have every advantage to move forward with higher education. Individual planning sessions are held by the guidance counselor with students to develop and familiarize them with test intricacies. Communicating assessment results are accomplished through electronic means, mailings and parent meetings which are held to discuss postsecondary options, college requirements, financial aid opportunities, and timelines.

High student expectations are focused on measurable student goals. Assessment statistics of the OGT Math and Reading scores, PLAN and ACT indicate an upward trend in student performance which can be linked to relevant courses tailored for all learners and engagement of students, faculty, families and community in educational excellence.

### 3. Sharing Lessons Learned:

Arcadia High School shares its many ways of being successful with local schools as well as schools at the regional and state level.

The Hancock County Educational Service Center (HCESC) provides valuable in-services to the staff to promote best practices, content alignment and data collection as well as analyzing our data. The HCESC met with the staff to roll out the revised content standards. Arcadia teachers were actively engaged in curriculum alignment and methodology with other Hancock County High Schools. One of the science teachers from Arcadia High School conducted the in-service for other Hancock County teachers on the linking science activities to the science standards.

The Arcadia High School teachers are often asked to provide visitation opportunities for student teachers, first year teachers and veteran teachers who are working on improvement plans or to expand their repertoire of skills.

The local Rotarians purchased a fully equipped science bus through a grant written by an Arcadia High School science teacher. The bus provides a mobile hands-on science laboratory for students of all ages to use at various sites including visitation of local wildlife areas. The Arcadia High School science teacher trained other personnel on usage of the science equipment and maintains the mobile lab. Arcadia High School students assist on the bus when it travels to other school districts within Hancock County.

On a state level, Arcadia High School was selected to participate in the Ohio School Boards Association (OSBA) conference "The Global Institute." The conference supplied two of Arcadia's teachers with ideas and resources to expand global awareness and education better preparing students for the 21st century work force. The teachers have provided an overview of the program to the district's Board of Education, local church groups and other County schools.

This fall, the Future Farmers of America (FFA) program was nominated to share its accomplishments at the OSBA Conference in Columbus. The OSBA requested that outstanding programs across the state exhibit and be recognized for their unique talents. The FFA students organized a booth spotlighting local soy bean production and soy influence on products.

Our staff members are life-long learners who continue to keep abreast by attending many conferences, seminars, workshops, on-line classes and college classes. They frequently share their gleaned knowledge with others as they constantly improve strategies and successes in the classroom.

### 4. Engaging Families and Communities:

Arcadia High School recognizes the challenge of raising children in a fast paced, technological society. Many of our families work varied shifts making communication difficult at times with the school. The district maintains a website with school email addresses and teachers use Moodle allowing guided blogging and networking. The High School implemented ProgressBook which provides on-line access to student grades, attendance, and teacher notes. The staff values this communication and updates it daily. Daily announcements are also posted online.

The annual parent teacher district conferences are held as an open forum until 8 p.m. at the high school level to encourage parent attendance as opposed to scheduling a specific time. Parent meetings are scheduled at varied times throughout the year for class updates and include current topics such as sexting. The district utilizes a phone notification system which alerts parents of delays, cancelations or any other issues when pertinent for parents. A School Alert safety phone number is available for anonymous reporting of incidents which may negatively impact students. A monthly newsletter is sent from the High

School and a quarterly district-wide newsletter also keeps the community abreast of school news. Personal recognition is sent to students and parents with Good News postcards.

Future Farmers of America (FFA) is an active student organization. An average of 65% of the Agricultural Education program graduates become employed in an agricultural career. The Agribusiness community cultivates these students and provides employment at Blanchard Valley Farmers Co-Op, Red Hawk Run Golf Course, Lakeland Golf Course, and numerous family farms. They provide students with agriculturally oriented career guidance, several available agricultural scholarships and provide local students with awards for various agricultural experience achievements. These students gain valuable career experience and knowledge through these opportunities, enabling them to win state and national FFA awards. In turn they give back through community service projects including the Lions Club, local churches, Arcadia Day Care, Special Kids Therapy, and Hancock County Fair.

The High School opens its doors as the community recycling hub, for blood drives, tax clinics, Drivers Education, Weight Room use and alumni events. Students and staff also recognize social issues and participate in Volley for the Cure, Relay for Life, and Salvation Army collections. In addition, community events are presented by students including the Spring Arts Festival, School Musical, Concerts, FFA Banquets, and a Community Garage Sale. Special recognition is also given annually to community members serving in the armed forces and veterans with a luncheon and assembly.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Arcadia High School curriculum is derived from the Ohio Content Standards. Teachers have been trained on the Ohio Revised Curriculum standards and developed coursework to meet 21st century learning expectations. Lesson planning and student learning are completely guided by the standards. Students have options for a college preparatory or career ready course sequence.

English/language arts focus on the six 21st skills that promote literacy. Areas of emphasis include composition, literature, oral communication, research, technical writing and promotion of life long reading skills.

The Math curriculum is progressive and very rigorous to prepare students for advanced education or the workplace. Eight courses are currently offered, expanding to eleven in 2012, for a varied syllabus providing a broad spectrum of math classes. Linking math concepts to the real world, as well as increasing critical thinking and problem solving skills with the implementation of technology, are the guiding parameters in courses.

Science curriculum integrates laboratory inquiry and exploration with classroom presentations using best practices. Eight of the eleven courses offered can be electives allowing students to design their science education to match their career goals. Many students graduate with five or more science credits.

The Social Studies course offerings include all required and several elective courses such as Ohio History, Sociology, and Psychology. Government is a full year class to prepare well-informed citizens. Every class daily incorporates the Newspaper in Education Program and Channel One to keep students abreast of local, national, and world news, as well as trigger classroom discussions.

The High School has a very strong visual and performing arts program. The Marching Band, Concert Band, and Choir have received many superior ratings at state competitions. Unique music electives are Vocal Enhancement, Music Theory and Music Appreciation. Biannually a musical or talent show performance is held. Art classes use a variety of media to enlighten and enhance student skills and talents. Student works are entered in local art competitions in addition to the Hancock County Fair.

The Physical Education/Health department offers several courses with an emphasis on lifelong fitness, recreational and wellness activities such as archery, roller skating, tennis, shuffleboard, ping pong, yoga, dance and weight lifting. Every freshman is enrolled in a health course and attains First Aid/ CPR certification through the American Red Cross.

On-site career readiness programs include Vocational Agriculture, Family and Consumer Science (FACS), and Industrial Technologies. The agriculture students are able to complete a pathway in the Agricultural and Environmental career field which provides supervised agricultural experiences, Agricultural Business and participation in Future Farmers of America (FFA). The pathway provides students with college credit for several courses. FACS classes include instruction in nutrition and incorporate a lab where students learn cooking skills and formulate healthy recipes. Parenting classes, family relations, foreign flair, and creating clothing are unique courses students may choose. Computer-aided Design classes (CAD) are taught by a local business releasing two employees to come on-site and instruct students in construction design and engineering. The students receive college credit for the classes.

Millstream Career Center offers additional off-site career readiness programs. All programs are Tech-Prep allowing students to graduate with technical college credits. Students attend Millstream for a block period while returning to the high school for core classes. Programs offered are numerous and include cosmetology, welding, medical technology, childcare, culinary arts, automotive repair, computer programming and multi-media among others.

Computer science classes correlate with English/Language Arts content. Information technology classes instruct students in utilization of the computer and software in educational, home and work place settings. Students assist with the district website development and publish a weekly newspaper. Spanish is offered as the foreign language choice. The four year course sequence integrates written and spoken Spanish, reading and highlights culture in Central and South America as well as Spain.

The Arcadia curriculum provides all students with a comprehensive education and unique elective choices. Whether a student will pursue further educational endeavors or seek skilled employment, the syllabus of courses ensures a strong foundation for a successful future.

### 2. Reading/English:

The English and Language Arts curriculum offers students a stimulating variety of experience focusing on composition, literature, and oral communication skills to ensure the success of all students. College courses in Composition I and II, Communications, and literature are offered on a rotating basis on-site before school for advanced students. A college preparatory track and comprehensive English are offered as core curricula.

Six of the 21st century skills focus on literacy. An important goal for the English department is to promote a lifelong love of reading through a plethora of media. Strategies used to accomplish this goal include a multitude of books located in the English classrooms, many of which have been donated by community members. Luring timid readers by interest choice and using contemporary novels provide the engagement piece for all students to become successful readers. Written diverse communication skills are required of all citizens, so instruction focuses on narrative, descriptive, research based, application letters, technical, citing, and poetic writings. Just as important are oral communication skills, so persons can adequately express themselves and feelings to others. Correct word usage and grammar are stressed for all communications.

Another 21st century skill is to relate instruction to the student's world. Reading topic selections are constantly changing and frequent guest speakers accommodate the diverse interests of the student population. For example, the book *Curious Incident of the Dog in the Nighttime* was used for sophomore reading. As a concluding activity, handicapped students and their advisor were invited to share about their participation in the Special Olympics. Students were able to connect the literature with real life experience.

All seniors complete a career research project which allows them to do extensive research on their projected post-graduation plans. A notebook is provided for each student so they can keep all of their work organized and serves as a personal reference source after graduation. Each student is guided through the process to ensure the acquisition of skills and successful completion.

The testing program of the district easily identifies the students who read below or above grade levels. The advanced students are directed to the college classes or college preparatory classes that best meet their needs. The students identified as not proficient are provided intense individual instruction to acquire the deficient skills. The English teacher is paired with the inclusion educator to support the students in the classroom. The Kurzweil assistive technology program is used so struggling readers can achieve total mastery of comprehensive skills. The language arts curriculum is designed to make all students excellent communicators.

### 3. Mathematics:

The math department's primary goal is improve the math skills of all learners. Multiple methods of instruction are implemented to achieve this goal. Being able to connect with all learners requires differentiated instruction, use of Gardner's Multiple Intelligences, and an emphasis on the 21st century skills of critical thinking, problem solving, productivity, and accountability. Intervention is provided by two full time math teachers and the intervention specialist for struggling students requiring extra help. After school, time is set aside for individual tutorials for students who wish to attend. The curriculum is enhanced with many opportunities to enrich the learning experience with field trips and extracurricular activities.

The preparation of our students for college is a vital component in many of our courses. Students have many opportunities to participate in STEM activities to maximize their learning experience. Our math students have participated in the engineering competition at the University of Toledo with one group placing 3rd in construction of a robotic arm. Other students participated in the Cedar Point's Math and Science Week, Engineering Explorers, and math competitions at local universities. This multifaceted exposure to higher education activities is preparing our students for the next level of their education.

Another 21st century skill is to relate educational lessons to a student's world. As often as possible, Arcadia's curriculum relates math to the real world. Students have learned the role math plays in design and construction as they built a roller coaster and then went to Cedar Point Science Day to experience a structure like they had built. Technical algebra students created and implemented a survey. They collected data and interpreted the data in Excel to analyze mathematical relationships. Technology is utilized to inspire and reach all learners in the classroom every day. TI-Nspire graphing calculators, Smart boards, GPS units, and software such as GeoGebra and Excel are used in most classrooms.

The current math curriculum offers eight courses and will be expanded to eleven offerings for the next school year. Courses are designed to educate all students with a variety of abilities. The department offers a college preparatory and technical sequence. The new courses will include AP Calculus, AP Statistics, Statistics and Math for Your World. The math department strives to connect all learners with an array of math applications found in the world.

### 4. Additional Curriculum Area:

The philosophy of the science department is to equip our students with knowledge and 21st century skills in critical thinking, inquiry, problem solving and analysis to live in an ever changing world. These skills will allow the students to advance their training to compete as engineers, scientists, technology experts and vie for future jobs that do not currently exist. We offer ten courses to provide a diverse scientific education at all levels, which include a variety of physical, biological and earth sciences.

A rich varied curriculum has been provided by secured grants, sustained by Arcadia High School, totaling over \$51,400 in the last four years, with another \$2,000 pending in application, to enhance and enrich the scientific experiences all of our students receive. The grant monies have been used to provide STEM activities for all students encompassing the ten science classes for grades nine through twelve. Optics has been experienced as students built their individual microscope, astronomical, or field telescope. The students conducted experiments using the optical device they assembled. Earthquake resistant engineering was studied as students built towers that were then tested on the earthquake simulator. Students analyzed the damage to their structures to determine the best designs. DNA electrophoresis was explored, while results were used to determine the validity of evidence of a crime scene. Green energy was explored with solar K'nex and student constructed windmills. Handheld electronic weather stations have been used to follow the weather trends over a period of time. These are just a few of the sustainable materials used to master scientific principles and motivate students.

Scientific reading materials are placed in the classroom to spark and engage student interest. A favorite publication is The How It Works Best of Amazing Technology that contains over 8,500 amazing facts about technology. Students can understand the workings of the eBook reader, the Xbox 360, or the fastest computers of the world.

Surveyed senior science students continually choose the catapult and electronics units as their favorites. Catapults are constructed and calibrated to target ten through fifteen feet accurately. Each student produces an owner's manual. Students use the manual to operate a classmate's catapult on competition day. Electricity is taught by constructing and soldering electronic circuits. The students complete four working circuits and create an operational application using them. The final senior project is soldering and assembly of a sound-activated robot.

The science department uses best practices and STEM curriculum to attain student mastery of scientific concepts and spark students' interest in the field of science.

### 5. Instructional Methods:

Arcadia's instructional methods are wide-ranging to accommodate the student population. Opportunities exist for the gifted, at risk, challenged, and average student. At risk students are diligently tracked and intervention strategies used so students are able to complete their high school education. The school has been very successful, graduating 100% of its students. Challenged students obtain modified instruction and evaluation as written in their individual plan. The intervention specialist is present in the inclusion classrooms. Some students complete on-line classes for credit and others earn credit through work-study. The gifted take advantage of on-site college classes in the morning before school. Offsite college courses, web classes, and credit flex are additional options. The high school schedule has been designed to accommodate their advanced educational endeavors. Technical and career training is offered through Millstream Career Center and at the high school. Many students simultaneously obtain professional skills used for gainful employment and earn their high school credits.

The classroom teachers differentiate instruction by using inquiry, investigations, motion, art, music, oral, visual, and tactile strategies as multiple means of representations. Role playing, guided notes, entrance – exit slips, and pre-post tests are frequently used techniques in the classroom. Study tables are offered before and after school so students have access to a teacher in small groups or a one-to-one setting. The caring staff is willing to spend multiple hours helping students before and after school as well as during their lunch period.

Technology has been integrated into the instructional methods of all disciplines. Smart boards or Mimeos are in every classroom so the teaching staff can produce relevant, engaging lessons. Students have access to classroom computers, a central computer lab, and a mobile lap top lab that can be transported throughout the building. Technological devices, such as the Kurzweil, can read material aloud for specific students. Smart phones and data sensors are used to collect data in science laboratories. All students and staff have Wi-Fi available anywhere in the building.

Currently, six high school staff members are being trained in Universal Design for Learning (UDL). The objective of UDL is to provide a varied content and multiple option curriculum with leveled assessments. The curriculum is multi-faceted so all students can learn and be successful. Opportunities are provided for varied learning styles and educational needs. The trained staff will use UDL techniques to train their colleagues.

Arcadia High School recognizes the wide diversity present in the multitude of student learning styles and strives to meet those needs through varied, progressive instructional methodology.



## **6. Professional Development:**

Arcadia High School supports and encourages staff professional development. Staff members are offered opportunities to attend all pertinent state and local meetings related to curriculum and the common core standards. A strong relationship with the Hancock County Educational Service Center (HCESC) facilitates many local opportunities with the regional Curriculum Coordinator. All teachers have attended curriculum alignment meetings in their specialized areas as well as training on analysis of Ohio Graduation Test (OGT) items. Staff members are encouraged to attend state-wide conferences in their specialization areas.

Professional development is embedded in the High School calendar which has four 2-hour delay days providing teachers the opportunity for individual item analysis on the OGT. Departmental meetings are conducted to grade practice OGT tests. Discussion is held regarding the strong and weak areas noted from the OGT data which provides focus for the upcoming semester. This results in continuous curriculum alignment.

High School teachers are involved in creating a Universal Design Learning (UDL) community and exploring implementation of a Response to Intervention (RTI) program which would assist all students above and below grade level. Training is offered to address special needs students with an emphasis on inclusion techniques. Technology in-service opportunities are also presented before and after school to build teacher expertise using Moodle, Kurzweil, interactive white boards, I-Pads, and use of laptop carts in classrooms. Active membership in the Northwest Ohio Educational Technology Center provides conferences, equipment loans and training for teachers.

Full day meetings have been held featuring Ruby Payne – Bridges Out of Poverty and Todd Whitaker – Seven Simple Secrets – What the Best Teachers Know and Do! which offered unique insights into student behavior, learning styles and teacher attitudes. These meetings provided the impetus to establish a monthly book club for discussion and sharing of successful strategies gleaned from these works. Through exposure to multiple sources and types of professional development opportunities, the staff is able to expand their repertoire of skills to reach all students.

## **7. School Leadership:**

The school priority of Arcadia High School is based upon a philosophy of “doing what is best for all students”. The leadership team is led by the building principal who empowers all staff members, from teachers to custodians, to take responsibility for students and a shared vision. Positive relationships, student /staff involvement and high student expectations are key components of the building. These virtues are all built upon a leadership style which exemplifies valuing the worth, dignity and contributions of all individuals involved in the high school.

Positive relationships are built through open communication with students and staff. Newsletters, grade level meetings, parent meetings at times conducive for families, personal interaction with all students including hand-written notes of encouragement and praise on report cards are part of the organization. Staff input is fortified through an open door policy, classroom walkthroughs, and visibility in the building. Students are aware of the open door policy and freely share their lives with the principal. A few examples of some special programs reaching students include a new student’s special luncheon to discuss transition to Arcadia High School and Student of the Month. Resources have been allocated to have a part-time community mental health agency work with students and families in this rural area at school. Driver education classes are sub-contracted for a more accessible student service. A small group has been formed with senior girls focused on the prevention of female relational aggression. Skill building to enable future opportunities is a common theme with staff, led by the building principal, to enable all students to reach their potential.

Active involvement in the school is urged for both staff and students. Staff members work as coaches, class advisors, tutors, and mentors for other staff members and students. Student involvement is encouraged in both curricular and extracurricular activities. Opportunities abound in leadership roles including NHS, Student Council, FFA (Future Farmers of America), classroom aides, and mentors to younger students, HAPPY Youth Staff, Quiz Bowl, class officers and student Academic Booster representatives. Additional leadership roles at the local and state level have been made available to students such as Buckeye Girl’s State, Buckeye Boy’s State, Hancock County Jr. Leadership, Elks-student of the month, FFA Conventions, YIELD (Young Individuals Educating Local Drives) and HOBY (Hugh O’Brien Youth Leadership) through administer interest and interactions with outside organizations.

As a strong, involved leader, the building principal knows the staff strengths applicable to leadership tasks. These relationships provide stability, professional growth and a positive collaborative learning environment. The building principal promotes ownership, nurturing an affirmative, highly productive, academic learning environment for all.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: OGT  
Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Ohio Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or above	98	96	98	84	96
% Accelerated or above	81	81	77	75	67
Number of students tested	47	53	44	51	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or above		91			
% Accelerated or above		32			
Number of students tested		22			
<b>2. African American Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>6.</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>NOTES:</b>					

12OH2

### STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 10 Test: OGT  
Edition/Publication Year: 2011/2010/2009/2008/2007 Publisher: Ohio Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient or above	100	94	93	92	98
% Accelerated or above	76	33	48	54	40
Number of students tested	46	54	44	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient or above		87			
% Accelerated or above		4			
Number of students tested		23			
<b>2. African American Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>5. English Language Learner Students</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>6. White, Non-Hispanic</b>					
% Proficient or above					
% Accelerated or above					
Number of students tested					
<b>NOTES:</b>					

12OH2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
%Proficient or above	98	96	98	84	96
%Accelerated or above	81	81	77	75	67
Number of students tested	47	53	44	51	49
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient or above	0	91	0	0	0
%Accelerated or above	0	32	0	0	0
Number of students tested	0	22	0	0	0
<b>2. African American Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12OH2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
%Proficient or above	100	94	93	92	98
%Accelerated or above	76	33	48	54	40
Number of students tested	46	54	44	52	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
%Proficient or above	0	87	0	0	0
%Accelerated or above	0	4	0	0	0
Number of students tested	0	23	0	0	0
<b>2. African American Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
%Proficient or above	0	0	0	0	0
%Accelerated or above	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b>					

12OH2